

COOPERATIVE LEARNING IN TEACHING WRITING
(A Descriptive Study at the Seventh Grade of MTs Al Ishlah
Pageruyung, Kendal in the Academic Year of 2018/2019)

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of
Bachelor of Education in English Language Education



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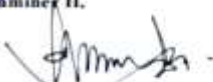



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Wassalamu 'alaikum Wr. Wb.

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ABSTRACT

Title : Cooperative Learning in Teaching Writing (A Descriptive Study at the Seventh Grade of MTs Al Ishlah Pageruyung, Kendal in the Academic Year of 2018/2019)

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The aim of this research was to describe the implementation of cooperative learning in teaching writing of MTs Al Ishlah Pageruyung, Kendal. Cooperative learning essentially involves students learning from each other in group. It is known to provide positive interdependence support on student group members in enhancing learner achievement, interaction, motivation and productivity their writing skills, therefore the researcher of this study intend to further investigate how CL provides knowledge that is responsible for developing writing skill by answering the following research question. The students of junior high school are the intermediate level after the beginner level (Elementary school) of study. In the junior high school is the golden age to release the rule of language. Different level of study must have different treatment. It should be suitable objective of the learning. For suitable treatment of the learning, so it needs current method of teaching. This qualitative research has purpose to describe the implementation of cooperative learning in teaching writing. To obtain the data, qualitative research method the researcher used observations interviews and documentation. The English teacher of the seventh grade of MTs Al Al Ishlah Pageruyung, Kendal, who agreed to participate in the research. The results of this study showed that the implementation of cooperative learning teaching writing was believed to be effective to enhance learner achievement, interaction, motivation, and productivity in writing.

Keyword: Cooperative Learning, Teaching method, Writing

MOTTO

...وَلَا تَمْشِ فِي الْأَرْضِ مَرَحًا...¹

...and do not walk through the earth exultantly...

(Q.S. Luqman: 18)

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live a whole life believing that it is stupid.”

(Albert Einstein)

¹ Al-Qur'an Maghfirah, (Jakarta: Maghfirah Pustaka, 2006), p. 412

DEDICATION

I dedicate my thesis work to:

1. My family a special feeling of gratitude to my beloved parents, Mr. Nurokhamad and Mrs. Siti Zulaekhah whose words of encouragement, push for tenacity, and never stop pray for me. My sister Lailia Yuli Rohmayanti and my young brother Lintang Aditya Fahmi whose always gives suggestions.
2. My teachers who have educated and taught me with great sincerity and guidance.

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I realize that I cannot complete this thesis without the help of others. Many people have helped me during the writing this thesis and it would be impossible to mention all of them. I wish, however, to give my sincere gratitude and appreciation especially to:

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2. Dr. H. Ikhrom, M.Ag. as the Head of English Language Education Department.
3. Sayyidatul Fadlilah, M. Pd. As my advisor who guide and help me during the consultation.
4. All lecturers in English Language Education Department who have given me a lot of knowledge and insight in all these years of my study.
5. Mr Muhammad Arif Mahmudi, S.Hi. who has given permission for doing the research.
6. Mr. Fredy Setiawan S.Pd. as the teacher at Seventh grade students of MTs Al Ishlah Pageruyung, Kendal who guide and help me during researching in the school.

7. My beloved parents, especially my mother (Mrs. Siti Zulaekhah) and my father (Mr. Nurokhmad). My sister (Lailia Yuli Rohmayanti) and my little brother (Lintang Aditya Fahmi) who always support me, pray for me and make me who I am.
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9. All members of PBI B 2012.
10. Last but not least, those who cannot be mentioned one by one who have supported me to finish this thesis.

Finally, I realize that this thesis is still far from perfection, therefore, I will be happy to accept constructive criticism in order to make it better. I hope that this thesis will be beneficial for everyone. *Aamiin.*

Semarang, 19th July 2019

Researcher,

Lilik Yusa Nursanti
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CHAPTER I

INTRODUCTION

A. Background of the Research:

English is one of languages that is used internationally both as native language or second language in many countries. It plays an important role for global communication and education areas. Nowadays, English has become compulsory subject to be thought at elementary school, junior high school, senior high school even at the university. Oxford Learner's Pocket Dictionary stated that "Language is system of sounds, words, manner, signs, symbols, used by human to communicate thoughts and feelings"²

English is an important subject in junior high school. English has become one of the subject final exams. The students should master English well. This matter is stated in the national education minister's regulation number 75 section 7 verse 7 year 2009 for national final exams of SMP/MTS and SMPLB include: Indonesian language, English, mathematics, natural science. It is clear that English is very important. Teaching and learning interact, a course about teaching must also be about learning. The

² Oxford. *Oxford Pocket Dictionary Learner's*, (New York : Oxford University Press, 2008).

content and structure of the course is based on two strong claims about learning. First, learning results from what a student already knows, thinks, and does – and only from these actions of the student’s mind. A teacher enables students to learn by influencing what the student does to learn but the student has to do it. Second, as students’ progress through school they should learn to become their own teachers. That is, students should learn how to learn using their teachers as models.³ The teachers have to share whatever their knowledge to the students. Whereas it just a simple one.

Allah also said in Q.S. Al Mujadilah/ 58 : 11

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ
خَبِيرٌ ۝ ۱۱

“...Allah will raise those who have believed among you and those who have been granted knowledge and Allah is well-Acquainted with what you do.” (Q.S. Al-Mujadillah/ 58 : 11)⁴

This verse explains that God will rise degree of believers, obedient and submissive to him, carrying out his commands; avoid His prohibitions, trying to create an atmosphere of peace, security, and peace in the society, as

³ Sohail Naqvi, *Methods of Teaching* (United States: USAID, 2012).

⁴ Departemen Agama RI, *Al-Qur'an dan Terjemahannya*, (Semarang, Toha Putra, 1993), p. 910.

well as the magicians who use their knowledge to uphold God. Of this paragraph is understood that those who have the highest degree with Allah is the believers and knowledgeable. Science is practiced according to the dictates of Allah and His Messenger.⁵

In English, there are four skills that should be mastered, they are listening speaking, reading and writing. Those four skills are classified into two categories. Listening and reading belong to receptive skill, which the user of language requires to receive the spoken and written language. While, speaking and writing are productive skills which the language users require the ability to produce language both spoken and written.⁶ Those skills in English should be integrated well including writing skill. Writing will help students master other skills and mastering English completely. The students are sometimes afraid and shy to speak what they want to say but they can tell what they think and what they want to say into draft or writing before speaking.

Writing is a difficult activity for most people, both in mother tongue and in foreign language. Writing is the most complex one compared to the other skills. Not only putting

⁵ Departemen Agama RI, *Al-Qur'an dan Tafsiranya (Edisi yang Disempurnakan)*, (Jakarta, Penerbit Lentera Abadi, 2001), p. 25.

⁶ Jeremy Harmer, *How to Teach English*, 7th editio (Malaysia: Longman, 1998).

letters, symbols, and numbers, it involves many aspects such as paragraph development, mechanic and organization of content and it demands standard from grammar, syntax, and vocabulary. In writing, the relation between sentences operates at several levels.⁷

When the students engage in cooperative learning in a course, some might not feel obligated to the group and create the free-rider problem by excusing their absence and negligence due to their conflicting schedules and interest: they do not care if they are ignored as long as they pass. This problem can lead to students' unwillingness to participate in cooperative learning activities and to negative influences on group productivity

Cooperative learning can enhance learner achievement, interaction, motivation and productivity. Further, cooperative learning has been shown to be relatively more effective in promoting learner achievement and interaction than competitive and individual learning.⁸ Although there are many verified advantages of cooperative learning, some students are reluctant to actively participate

⁷ Donn, Byrne, *Teaching Writing Skills*, 6th editio (London and New York: Longman, 1984).

⁸ David W. Johnson and et al, 'Effects of Cooperative, Competitive, and Individualistic Goal Structures on Achievement: A Meta-Analysis', *Psychological Bulletin*, 89.1 (1981), 47–62 <<https://doi.org/10.1037/0033-2909.89.1.47>>.

in group work. Sometimes, only one or two willing students do almost all the work to complete the groups' assignment; the others are content to escape their responsibilities. In such cases it is difficult to evaluate individual student contributions to the group products. The inability to evaluate the individual members fairly can be a significant problem in applying cooperative learning activities to the classroom. This problem of assessing member participation can be addressed through the essential components of cooperative learning.

Based on the fact, that language learning is influenced by some factor, like motivation, and reinforcement. A teacher should be careful in observing the students understanding of the material in teaching learning process. The reason why students don't feel like to learning writing is they are uninterested with the conventional media and teaching technique.

In MTs Al Ishlah Pageruyung Kendal, the English Teacher use cooperative learning in teaching writing to motivate students to write and can make the students enjoy in learning English

Based on the reasons above the researcher wants to conduct a descriptive-qualitative research entitled: Cooperative learning in teaching writing (A descriptive

study for seventh grade of MTs Al Ishlah Pageruyung, Kendal in the academic year of 2018/2019.

B. Reason for Choosing the Topic

According to the explanation above, there are three reasons for choosing the topic:

1. Writing is considered as difficult and complicated skill in learning English. It makes students feel uninterested and bored so teachers have to find an appropriate strategy to teach writing.
2. Most of students like to be cooperative, they prefer work together to individual. Cooperative learning is one of technique which overcomes that problem. It commonly uses for a teaching learning process.
3. In the junior high school students is the suitable level to learn writing. Because from this level they are in the golden age to get perception. They will be used to remember until the next levels.

C. Research Questions

1. How can cooperative learning promote the students' writing at the seventh grade of MTs Al-Ishlah Pageruyung, Kendal in the academic year of 2018/2019?
2. How is the implementation of cooperative learning in teaching writing at the seventh grade of MTs Al-Ishlah

Pageruyung, Kendal in the academic year of 2018/2019?

3. What models of cooperative learning are implemented by the teacher in teaching writing at the seventh grade of MTs Al Ishlah Pageruyung, Kendal in the academic year of 2018/2019?

D. Objectives of the Study

The objective of study is to describe the implementation the model of cooperative learning in teaching writing at the seventh grade of MTs Al Ishlah Pageruyung, Kendal in the academic year 2018/2019

E. Significance of the Research

The researcher expects that this study will be able to give advantages as follow:

1. For the teacher

By doing this research, the researcher hope it can be a reference for teaching in a formal or informal education institution.

2. For the students

Hopefully they can enjoy in the learning and develop their thinking in the learning activity by using Cooperative Learning.

3. For the researcher

The researcher will get experience and knowledge directly on the teaching writing by using Cooperative Learning

4. For other researcher

Hope the result of the study would be worth consideration to the next researcher in order to find out the new subjects in English research.

CHAPTER II

LITERATURE REVIEW

This chapter deals with some theories that become the bases for the discussion. The purpose of the chapter is to get the understanding of what the basic principles of the research are, so that the problem stated in the previous chapter can be answered.

F. Review of Previous Researches

Considering the topic of this research, there are some researches have been done related to the topic are :

1. A final project entitled: "Teaching Writing on "Descriptive Text" for the First Grade of SMP N 03 Mojogedang Karanganyar in the Academic Year 2014-2015." Written by Turfina Andriyani 2017. The result of this research showed that, the process of teaching writing on descriptive text for the first grade of SMP N 03 Mojogedang Karanganyar could be differentiated into four steps. It was started from building knowledge of the field (BKOF), modeling, joint construction of text and independent construction of text. The teacher used bilingual language to teach the students in class. Thus, the teacher composed a new material based on the lesson plan for the VII grade students of junior high school to create a significant progress of English teaching and learning. Many obstacles were encountered during the process of teaching writing descriptive text, for instance, confusing formula, weakness in translating sentences, spelling, and pronouncing English words, lack of vocabulary, and uncooperative students. The teacher made up the material applying bilingual system in teaching and learning process to avoid misunderstanding.⁹

⁹ Turfina Andriyani, *Teaching Writing on "Descriptive Text" for the First Grade of SMP N 03 Mojogedang Karanganyar in the Academic Year 2014-2015*. (Surakarta: Islamic Institute of Surakarta 2017)

The similarity of this previous research and this research is in teaching writing and the technique of analysing data.

2. A final project entitled:” Improving Student’s Ability at Writing Descriptive Text by Using the Learning Cell Learning Strategy at the First Year of MTs Yayasan Islamiyah Medan in Academic Year 2016/2017.” Written by Inda Susianti.¹⁰ The purpose of this study is to improve the student’s ability at writing descriptive text by using the learning cell learning strategy. The technique of analyzing data was applied by using qualitative and quantitative approach.. It showed with the mean of pre-test score 61, 81. Where, there were 3 students got success score criteria (13, 63%) and 19 students got unsuccessful (86, 35%). After doing cycle I by using the learning cell learning strategy, there was an improving of the result of the student’s mean scores (73, 86). Where, there were 8 students got success score criteria (36, 36%) and 14 students got unsuccessful (63, 63%). Then for the second cycle, there was improvement of student’s mean score (82, 42). Where, there were 19 student’s got success score criteria (86, 36%) and 3 students got unsuccessful (13, 63%).

¹⁰ Inda Susianti. *Improving Student’s Ability at Writing Descriptive Text by Using the Learning Cell Learning Strategy*, thesis (Medan: Nort Sumatra Medan,2017)

The similarity of the previous research above is the subject of teaching.

3. A final project entitled: “A Descriptive Study on Student Interaction in Writing Class at the Seventh Year of Smp Negeri 3 Sawitin Academic Year 2013/2014.” Written by Novita Dwi Alistinawati.¹¹ This research aims at describing students’ interaction in writing at the seventh year of *SMP N 3 SAWIT* in 2013/2014 academic year and also the problems faced by the teacher and the students. The objective of the research are: to identify the interaction between the student and the teacher in writing class at the seventh year of *SMP N 3 Sawit Boyolali* and also to identify the problems faced by the teacher in writing class at the seventh year of *SMP N 3 Sawit Boyolali*. The writer uses descriptive qualitative research. The writer gets the data of this research from event, informant, and document. The events in this research are all of the activities occurred in the writing class at the seventh year of *SMP N 3 Sawit Boyolali*. Informants are the English teacher and the students of seventh year of *SMP Negeri 3 Sawit Boyolali*. The writer finds the problem faced by the teacher were the students are less open-

¹¹Dwi Novita Alistinawati. *A Descriptive Study On Student Interaction In Writing Class*. Thesis (Surakarta: Muhamadiyah Surakarta University, 2014)

mind and the students' indolence. The problems faced by the students are limited vocabulary and grammar mastery.

The similarity of this previous research and this research is in teaching writing

4. A final project entitled "Cooperative Learning in Distance Learning: a Mixed Method Study". The purpose of this study is to compare the effectiveness of online CL strategies in discussion forums with traditional online forums. Quantitative results revealed no significant difference on student success between CL and Traditional formats. The qualitative data revealed that students in the cooperative learning groups found more learning benefits than the Traditional group. As conclusion, the study will benefit instructors and students in distance learning to improve teaching and learning practices in a virtual classroom. A virtual classroom is an online-based education portal used for remote learning.

The similarity of the previous research above is from the technique of analyzing data.

5. A final project entitled "Improving Students' Achievement in Writing Descriptive Text through Think Pair Share". This study was aimed to investigate and find out the improvement of students achievement in writing descriptive text through the application of cooperative learning: Think Pair Share. The

result of this study showed that the students' score increases from first evaluation to third evaluation. Observation result showed that the students gave their good attitudes and responses during teaching and learning process by applying the application of TPS (Think Pair Share) method. Questionnaire and interview report showed that students agree that the application of TPS (Think Pair Share) method had helped them in writing descriptive text. It can be concluded that the technique was effective to improve students' achievement on writing descriptive text.

The similarity between this study and the study that I will be done is focus on how the implementation of cooperative learning promote for teaching writing.

G. Review of Related Literature

1. Definition of Cooperative Learning

Cooperative learning essentially involves students learning from each other in group. In cooperative learning, teacher helps students learn how to learn more effectively.¹²

Various researchers have posited concepts of cooperative learning. Parker stated that cooperative learning is based in classroom learning environments in which learners perform on academic tasks in small, heterogeneous groups.¹³ Cohen defined the process of cooperative learning as a learning environment where every student participates collaboratively on a clearly assigned task.¹⁴ Johnson, Johnson, and Holubec stated that the pedagogical use of small groups is important in cooperative learning so that students work together and consequently improve their group learning.¹⁵

It can be concluded that cooperative learning is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members. Students interact with each other in the same group to acquire and practice the elements of

¹² Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000),p. 164

¹³ Parker, R. Small-Group Cooperative Learning. (The Education Digest 1985).

¹⁴ Cohen, E. G. *Restructuring the Classroom: Conditions for Productive Small Groups*. (Review of Educational Research 1994).

¹⁵ Johnson, D. W., Johnson, R. T., & Holubec, E. *Cooperative learning in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development. 1994).

a subject matter in order to solve a problem, complete a task or achieve a goal.

a. The Principles of Cooperative Learning

Cooperative learning has been suggested as the solution for wide array of educational problems. It is often cited as a means of emphasising thinking skills and increasing higher-order learning; as an alternative to ability grouping, remediation, or special education; as a means of improving race relations and as a way to prepare students for an increasingly collaborative work force.

Meanwhile, Duxbury and Tsai stated that “It is important that cooperative learning should be an integral part of most language classrooms. It enables students to use the target language more often, encourages communication with others in the language, creates an environment for stimulating classroom activities, and gives variety to language learning.”¹⁶ Based on the statements above, it can be concluded that cooperative learning is a kind of teaching technique in small team that can improve the students’ motivation and understanding of a subject. From this technique, students learn how to be more cooperative and responsible of their teams.

¹⁶ Duxbury, J. G. and Tsai, L. *The Effect of Cooperative Learning on Foreign Language Anxiety: A Comparative Study of Taiwanese and American Universities*. *International Journal of Instruction*. Vol. 3, No. 1, pp. 1694609X (2010).

In order to construct a lesson in cooperative learning model, there are 5 principles and elements of cooperative learning:

First is Positive interdependence. Each student in the same group has a unique contribution to make to the joint effort. Team members depend and rely on one another to achieve the goal. Each group member's effort is required and indispensable for group success. Helps linking students who not only support each other constantly for their respective group's task rather one group's work helps complete the other group's task.

Second is Individual accountability. Means all of students in a group must be accountable for contributing their own share of the work and mastering all of the material to be learned to the group's success.

Third is face-to-face promote interaction Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching, helping, supporting, applauding and encouraging one another in order to reach the group's goals.

Fourth, students appropriate use of social, interpersonal, collaborative and small-group skills. Students are encouraged and helped to develop and practice trust-

building, leadership, decision-making, communication, and conflict management skills.

Fifth is group processing. Team members set group goals, then describe what member actions are helpful or not, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

By the 5 principle above, there are advantages of using cooperative learning. Cooperative learning is supported by one of the strongest research traditions in education, with thousands of studies conducted across a wide range of subject areas, age groups, ability levels and cultural backgrounds. The result, in general, suggest that cooperative learning develops high-order thinking skills, enhances motivation and improve interpersonal relations as well as enhancing motivation and peer relations.¹⁷ Students can be learning-independent, who can learn how to learn by their own in groups.

b. Three Types of Cooperative Learning Group.

There are three main types of cooperative learning group.

¹⁷ Slavin, R.E. (1985). An Introduction to Cooperative Learning Research. In R. Slavin, S. Sharan, S. Kagan, R. H. Lazarowitz, C. Webb, & Schmuck (Eds.), *Learning to Co-operate, Co-operating to Learn*. (New York: Plenum Press). p 5-15

First is Informal learning groups. These groups are short terms and not very structured. They typically involve activities where classmates turn to discuss a problem or concept for a few minute. Informal groups are generally small; usually consist of two but no more than three students.

Second is formal learning groups. These groups are assigned a task or project and stay together until it is complete. There is a clear structure to these groups set by the teacher that includes task and behavior expectation. It consists of three to four students.

Third is cooperative base groups. Members in base groups often become a personal support system for each other, building relationship and trust during the duration of their cooperative learning process. The goal of cooperative base groups is that the members develop peer accountability and support each other while learning together. But the teacher acceptable to use more than one type of group at a time or during teaching process.

2. The Definition of Writing

Writing is the most difficult skill for the English learners as the second language to master. The difficulties are the structure, grammar, ideas and many more. The skill in writing includes the competence of punctuation and capitalization.

From that, we know that writing is one of important complex communication form.

Writing was a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. According to Jones in R. Cooper and Odell (1977:33) writing was synonymous with discourse, and discourse was discussed in terms of its aims, it relate to the function of language, and in terms of its feature, which are the separate elements, devices, and mechanism of language.

On the other hand, Reinking, Hard and Osten (1993:188) state that writing was a way of communication and of course communicates all the time. And then Deporter and Heracki (2002:179) explain that writing was a whole brain activity, which use bright brain side (emotion) and left brain side (logic). Although right and left brain sides are used in writing, right brain side has a big position because it was a place which appears new ideas and emotion. From the explanation above, we can state that writing was a whole brain activity to formulate and organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper.

Oshima state that writing is a progressive activity, this means that when you first write something down, you have already been thinking about what you are going to say and how are you going to say it. Then after you have finished writing,

you read over what you have written and make changes and corrections.¹⁸

Writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities. Writing also can be used as an integral part of a larger activity where the focus is on language practice, acting out, or speaking. Writing is used to help students perform a different kind of activity (in his case speaking and listening). Students need to be able to write to do these activities, but the activities do not teach students to write. Teaching writing is more than just dealing with matters of handwriting, orthography (the spelling system), and punctuation, it is about helping students to communicate real message in appropriate manner.¹⁹

Elbow stated that writing is two-step process in which the writer figures out the meaning firstly, then he put it into language. Writing is consisting of two steps processing and producing. Writing is processing idea, information into graphic

¹⁸ Oshima, Alice & Ann Hogue. 1997. *Introduction to Academic Writing – 2nd Edition*. (New York: Addison-Wesley Publishing Company 1997).

¹⁹ Harmer, Jeremy. *How to Teach Writing*. (English: Longman 2004).

symbols which have to be arranged according to certain conversations to form meaningful words, sentences, etc.²⁰

From the statement above, we know that writing is never a one-step action. Writing is a process that has several steps.

a. The Purposes of Writing

The specific explanation about the purpose of writing is proposed by McMahan, stated that written language is used for purposes:²¹ First, to express the writer's feeling and to share fact or other information. Second, to entertain the readers through aesthetical materials. Third, is to explain. The purpose for writing to explain is to tell *what*, *how*, and *why* about a topic. An example is to explain in writing how to do or make something. And the last is to persuade the readers about the writer's opinions, concept, and ideas.

Below is an overview of the basic purposes for writing. In a future article we will look at various forms of writing.

Narration (narrative writing): Narration is story telling. In many ways it is the easiest kind of writing because it comes so naturally to most people. Practically everyone enjoys telling and hearing stories. Narratives

²⁰ H. Douglas, Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy 2nd Edition*. (New York: Addison Wesley Longman 2001).

²¹ McIsaac, M. S., & Gunawardena, C. N. (1996). *Handbook of research for educational communications and technology*. (New York 1996)

usually progress chronologically, and must have a clear beginning, middle and end. Short stories, novels, personal narratives, anecdotes, and biographies are all examples of narrative writing.

Description (descriptive writing): Think of description as painting a picture with words. Of course, when you use words, you can paint more than what you see, but also what you feel, hear, smell and taste. The idea of description is to make the thing described seem real to your reader's imagination. Not much writing is purely descriptive; writers typically weave description into longer narrative works. Some essentially descriptive writing, however, might include certain forms of advertising, character sketches, and photograph captions

Exposition (expository writing): Exposition is writing that explains or informs. It is a practical kind of writing (the kind you are reading right now!). Examples of expository writing include encyclopedia entries, news reports, instruction manuals, informative essays, and research papers.

Persuasion (persuasive writing): Persuasive writing seeks to convince the reader of a particular position or opinion. Persuasive writing is in many ways the most difficult to do well because it requires

knowledge of the subject, strong convictions, logical thinking, and technical skill. Some examples of persuasive writing include literary essays, editorials, advertisements, and book, music or movie reviews.

According to Hampton there are some writing goals define:²²

- a. Writers are independent when they are able to write without much assistance.
- b. Writers gain comprehensibility when they can write, so that it can be read and understood by themselves and others.
- c. Writers are fluent when they are able to write smoothly and easily as well as understandably.
- d. Writers gain creativity when they can write their own ideas, not copying what has already been written.

The researcher concludes that writing is a whole activity to formulate and organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper.

3. Feedback

²² Johnson, D. W., & Johnson, R. T. *Cooperation and competition: Theory and Research*. (Interaction Book Company. 1989)

According to Nation (2009: 115), feedback is an important way of encouraging students to keep their goals in mind. Therefore, students should be provided with feedback about the effectiveness of their writing so that the students can carry on the idea of their writing. Feedback is crucial for encouraging and consolidating learning and it is also regarded as an essential factor in the writing context. Feedback can be used as a way to respond to students' writing to help them enhance their written skills.

Harmer (2007: 148) mentions some techniques that are used in giving feedback to students' writing. The techniques are as follows.

a. Responding

Responding to the students' work can be considered as an attempt to give feedback on their writings. The response on the students' work can be used to motivate them rather than assessing or evaluating.

b. Correcting

Some teachers use codes and put them in the body of the writing itself, or in a corresponding margin. This makes the correction much neater, less threatening, and considerably more helpful than random marks or comments. Frequently, the uses of symbols as indirect feedback on students' writing refer to the students' errors, such as word order, spelling, or verb tense.

CHAPTER III

RESEARCH METHOD

This chapter shows the aspects related to the research method. Those are: the research approach, the time and setting research, the source of data focus of the research, technique of data collection and research instrument.

A. Research Approach

It is necessary to apply a proper research design in order to attain research objective. The present study describes the implementation of cooperative learning in teaching writing. Research method is the scientific way to get the data with the certain goals and specific functions.²³ This study used a qualitative research and to obtain the data, the researcher used observation and interview.

It is the researcher procedures which produce descriptive data in the form of words written or spoken about the object of the study, because the researcher wanted to describe about teaching method. The teaching method here is cooperative learning in teaching writing at seventh grade of MTs Al Ishlah Pageruyung Kendal in the academic year of 2018/2019.

According to Bogdan and Taylor (1975:5) define the qualitative method as a research procedure it produces a descriptive data with written and spoken from the people and behavior which can be observed. Kirk and Miller (1986:9) define

²³ Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R & D, cetakan. X* (Bandung: Alfabeta, 2010).

a qualitative research is the current tradition in the social knowledge by fundamental based on observation of the human not only in the environment but also in technical term.²⁴

From the explanation above the researcher concludes that qualitative research method is enhance in the quality of understanding in English language learning that focus on implementing cooperative learning in teaching writing.

1. Time and Setting of the Research

The researcher was carried out on Mei 19th 2019 – Mei 23th 2019, the researcher conducted an observation. Then, on Mei 25th 2019, the researcher conducted an interview to the research subjects, those are three students from seventh grade of MTs Al Ishlah Pageruyung Kendal, actually at 7.1 grade. It is located on *Jl. Utama Desa Getasblawong, Pageruyung, Kendal, Jawa Tengah*.

2. The Source of Data

The subjects of the research are the seventh grade English teacher and students of MTs Al Ishlah Pageruyung. The researcher will collect the data by observing the participant's in English learning process through recording, the researcher transcripts the result of observation, interviewing the teacher and some students, and compile a documentation of the school. Then, the researcher will check the result of the interview. The

²⁴ Lexy J. Moleong, *Metodologi penelitian kualitatif, revise edition*, (Bandung: PT. Remaja rosdakarya, 2016).

last, wants to describe the implementation of cooperative learning in teaching writing that will hold in 7th grade teacher and students of MTs Al Al Ishlah classroom.

3. Research Focus

Subject in the qualitative research is choosing a minimum sample. It is not a must to be a representative; the purpose of sample is to get a deep understanding.²⁵ This study will be held at seventh grade of MTs Al Ishlah Pageruyung Kendal. The students consists of 21 person. Here the researcher will use English learning activity in VII.1 classroom to be observed.

**Students' Name on Class VII.1 MTs Al
Ishlah Pageruyung, Kendal.
In the Academic Year of 2018/2019**

No.	Students' Name	Sex
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²⁵ Lexy J. Moleong, *Metodologi Penelitian Kualitatif, Revise Edition*, (Bandung: PT. Remaja rosdakarya, 2016).

1	Eli Fitriana	Female
2	Riska Nur Amalia	Female
3	Maharani	Female
4	Zidna Amalia	Female
5	Nurul Karisma	Female
6	Siska Zulianti	Female
7	Irni Mawadah	Female
8	Nada Azkha Novia	Male
9	Nur Hamid	Male
10	Rizky Cahyo Purnomo	Male
11	Arimba Purnama Sandi	Male
12	Ivan Prayogo	Female
13	Muhammad Aziz	Male
M	Muhammad Multazam	Male
15	Muhammad Fatih Anggera	Male
16	Khotibul Umam	Male
17	Afi Munaja	Female
18	Hasan Maulana	Male
19	Erik Widiyanto	Male
20	Joko Listiyanto	Male
21	Himatul Ulya	Female

4. Data Collection Technique

The technique of collecting data in this study will use observation, interview, and documentation.

1) Observation

Observation is activities to observe the object closer about activities directly. Observation in this research will use monitoring the students' activities during the teaching learning process of English study by implementing cooperative learning : positive interdependence technique for teaching writing. Observation will use twice to make conclusion of the teaching and learning process.

2) Interview

Interview is the conversation to get current aims. By doing a conversation between two sides. Those are interviewer who sets some questions and interview, a person who gives the answers of the question.²⁶ An interview will useful way to get wide amounts of data quickly. In this study the writer will do the interview with the teacher and students to obtain information about implementing cooperative learning in teaching writing and get details information.

3) Documentation

Documentation is a way to collect, find data about some documents in the form of written and notes, books and

²⁶ Lexy J. Moleong, *Metodologi Penelitian Kualitatif, Eevise Edition*, (Bandung: PT. Remaja rosdakarya,2016).

others which will be associated of the data needed.²⁷ This way to find out the identity data of English learning process by using current methodology, that is implementing cooperative learning in teaching writing. It will focus at 7.1 of MTs Al Ishlah Pageruyung Kendal in the academic year of 2018/2019.

5. Data Analysis Technique

The qualitative research needs the data analysis. Data analysis is the process of systematically searching and arranging the interview transcripts, field-notes, and other materials that you accumulate to increase you're your own understanding of them and to enable you to present what you have discovered to others.²⁸

The researcher used descriptive qualitative research based on the data collection. The researcher collected, arranged, and showed the data. This research was not using the calculation or statistic of the serving.

The way to know the implementation of cooperative learning in teaching writing, the researcher did step as follow:

1. Reduction

²⁷ Suharsimi, Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 1991).

²⁸ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2017). P. 244

In the process of reducing the data, after the researcher collected from observation, interview, and collecting documents. Then the researcher filled the data, improved by using more words and sentences, sorted the information which was unimportant. Whereas the data interviews, the researcher extracted the transcript of the subject of the research.

2. Display data

After reduction the data, the next step is to display data. According to Miles and Huberman (1984) the displays will help to understand what is happening and to do something further analysis or caution on that understanding.²⁹

Display data showed the real data. By displaying data, it were making the result explained easier what happen in the classroom that was observed.

3. Verification

In this verification step, the researcher has been finished through the theory of learning, looking at the data by recording, writing and confirming with the students' worksheet evaluation.

CHAPTER IV

²⁹ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2017), p. 249

RESEARCH FINDING AND DISCUSSION

This chapter describes the results and the discussion of the study. This study means to describe the implementation of cooperative learning in teaching writing at the seventh grade of MTs Al Ishlah Pageruyung, Kendal in the classroom. The summary of research findings is based on observation results, interviews, and documents. In collecting the data, the researcher uses the same technique of collecting the data, they are observation, interview and documentation.

A. Research Finding

The findings of the study related to the problem statements as stated in chapter one. Research finding shows the information that was found during observation and interview with the teacher. The interviews were done with students of VII.1 and English teachers in MTs Al Ishlah Pageruyung, Kendal. The interviews were aimed at getting information directly about the process teaching writing. The researcher, as the interviewer, makes some interviews with the English teachers, the name is Mister Fredy Setiawan S.Pd. and some students of VII.1. The researcher observed the interaction among the students with the teacher from the beginning until the end of the lesson.

The material which taught by the teacher is descriptive text: describing personality, by implementing cooperative learning as a model of teaching. The type of cooperative learning used by teachers in teaching writing is Think Pair Share method

1. Profile MTs Al Ishlah Pageruyung, Kendal

Before discussing the result finding, the researcher would like to explain about the place/ school that the researcher got the data. It was MTs (Islamic junior high school) Al Ishlah Pageruyung, Kendal.

MTs Al Ishlah Pageruyung, Kendal was given conception by the prominent figure of Getasblawong Pageruyung, Kendal. MTs Al Ishlah was legitimated on 2004. It is located on Jl. Utama Desa Getasblawong, Pageruyung, Kendal. The building was consist of 9 classrooms, two toilets for the students, one toilet for the teachers, and a warehouse. Students of MTs Al Ishlah were 175 person, 17 teachers, and 3 officials administration.

The vision of MTs Al Ishlah Pageruyung is:

“Unggul dalam Berprestasi dan Berakhlak Terpuji.”

The mission of MTs Al Ishlah Pageruyung are:

- 1). *Menciptakan generasi yang Islami.*
- 2). *Melaksanakan pendidikan dan pengajaran sesuai dengan perkembangan zaman.*
- 3). *Memberikan pengetahuan secara umum sesuai dengan kebutuhan.*
- 4). *Menumbuhkan kepedulian terhadap pendidikan, baik agama maupun umu, terutama wajib belajar 12 tahun.*

2. Teacher and Students of 7th Grade of MTs Al Ishlah Pageruyung:

a. Teacher

There are two English teachers of MTs Al Ishlah Pageruyung, Kendal. The researcher chose Mr. Fredy Setiawan S.Pd as the teacher observed, because he is the English teacher of seventh grade. The teacher sometimes use cooperative learning as a model of teaching method.

b. Students

There are 3 classes all of seventh grade in MTs Al Ishlah Pageruyung, Kendal. Those are VII.1, VII.2, and VII.3. Here, the researcher took one class, class VII.1 as the representative of all of eighth grade. They are consist of 21 students, several of them are males and the others are females.

They are the students with different background knowledge. In this level of study they are included on the intermediate students, because in this junior high school is the next level after the elementary school. Some of them learned English in the elementary school and several of them did not get English subject.

B. Discussion

The researcher collected data from VII.1 class of MTs Al Ishlah on May, 20th 2019 – May, 23rd 2019. The researcher divided two times. At the first time, on May, 20th 2019 and on May, 25th 2019 the researcher observed the teaching learning process and activities in the classroom from the beginning until the end in the classroom from the beginning until the end.

1. Teaching Material

The material which was taught by the teacher is a descriptive text especially description of people or describing people. Descriptive text of describing people was a paragraph may be defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like and acts like. The teacher leads students to identification the certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes).

2. Teaching Method

To enhance learner achievement, interaction, motivation and productivity, the teacher taught cooperative learning in teaching writing. One the technique of cooperative learning is that teacher used is think pair share technique.

The think, pair, share strategy was a cooperative learning technique that encourages individual

participation and was applicable across all grade levels and class sizes.

a. The steps of think pair share

First, teacher checked the students' attendance. Then the teacher continuing by giving the question to the student:

“How are you?”

“What do you do every day?”

Several students were answers the question from the teacher. It was for brainstorming. Then the teacher gave a title of the material that day. It was writing description of people or describing people that kind of descriptive text.

Teacher dividing students into seven groups, each group consist of 4 students.

Then, teachers provide each group a sheet of paper containing the sample describing people and explain the meaning of the generic structure and language features.

Then the teacher asks the students to analyze the word example that indicates the characteristics and physical appearance.

The representative of each group came forward to write down the example of characteristic with the meaning and physical appearance with the meaning;

List of characteristic	Meaning
Clever	Pintar
Diligent	Rajin
Kind	Baik hati
Nice	Menyenangkan
Lazy	Malas
Happy	Senang
Handsome	Tampan
Beautiful	Cantik
Cute	Manis
Smart	cerdas

Table 4.1: some list of characteristic made by representative students on the white board.

Physical Appearance	Meaning
Round eyes	Mata bulat
Pointed nose	Hidung mancung
Flat nose	Hidung pesek
Oval face	Wajah oval/lonjong
Round face	Wajah bulat
Black hair	Rambut hitam
Curly hair	Rambut keriting

Brown skin	Kulit coklat
Dark skin	Kulit gelap
Tall	Tinggi
Short	Pendek

Table 4.2: some list of physical appearance made by representative students on the white board.

b. Three step process

First step is Think;

After the students work together with their own group, the teacher asked students to think independently to arrange some questions for their friend that will be related to describing people. The questions they make will be answered by his friend. The aimed of the answer of the question they make will help them to organize descriptive text

Second step is Pair;

After students make some questions, teacher asks student work in pairs, then exchange each questions they make to their friend to fill the answers of the questions from their group.

After each students done answering the question from their pair, they change again the paper. The teacher asked to construct a descriptive text

paragraph based on the answers obtained from his friend.

Third step is Share

Student pairs share their ideas to whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this strategy.

The condition of the classroom was crowd, it because of made group work. In this situation could not avoid in the learning activity by using group working. They made a circle of each group, then exactly they did a discussion with their member of group. It is not became a big problem, if in their conversation is part of way to build them more exercises about the material given.

After the group , all students take individual test on the material, at which time they cannot help one another. Usually, the quizzes are in the form of multiple-choice questions.

From the description above, the researcher concludes that implement of cooperative learning; think pair share strategy enhance learner achievement, interaction, motivation and productivity. Further, cooperative learning has been shown to be relatively more effective in

promoting learning achievement and interaction than individual learning.

C. Observation Sheet

From the result of observation sheet, it can be concluded that teaching learning process by applying cooperative learning; TPS method run well. The situation of teaching learning process was comfort, lively, and enjoyable. Because from the data that was taken from the first meeting to the last meeting. So this method created a good environment in teaching learning writing in which students became active in the process of writing, focus their mind to the teachers' explanation, and share in their team and pair and then finish in individually. In individually work, the students could improve their confidence to finish the work because they had discussed in team and pair.

D. Interview

From the interview data those were taken from the teacher and the students. The researcher could find out that the teacher was very interesting to the students because the students were very active and enjoyed with English but students ability in writing descriptive text was not good enough and then the teacher did not have effort to improve it.

The researcher conclude that most of the students like to write the descriptive text especially describing people text. That was why it was needed to improve their achievement in writing descriptive text by the cooperative learning; TPS method. The implementation of cooperative learning was very helpful to teaching writing. According to the teacher this method was very good because can make the students became active and enjoy the lesson.

CHAPTER V

CONCLUSION

In this chapter the researcher would concluded and gave suggestion based on the research finding.

A. CONCLUSION

This research shows that *Cooperative Learning in Teaching Writing* is applied at the seventh grade of English learning process of MTs Al Ishlah Pageruyung, Kendal. Based on the discussion on the previous chapter. It can be concluded that:

1. The teacher of seventh grade of MTs Al Al Ishlah Pageruyung sometimes use cooperative learning in teaching writing. It can be admitted cooperative learning in teaching writing enhance learner achievement, interaction, motivation and productivity.
2. The teacher of MTs Al Ishlah Pageruyung, Kendal choose The think, pair, share strategy to teaching writing (describing people). TPS was a cooperative learning technique that encourages individual participation and was applicable across all grade levels and class sizes.

The result of this research shows that Cooperative learning in teaching writing quite worth to be applied in the English learning activity, especially in the teaching of writing descriptive text. It was proven by the result students' worksheet.

B. SUGGESTION

The first feasible problem that was solved was motivation, because to improve the students' writing skills, it was very

important to improve the students' motivation first in the teaching-learning process because with the good teaching-learning process, the goal would be easier to be achieved.

The second problem was generating and developing idea. Idea is very important in every writing activity, because to write something there must be an idea as the content of the writing text.

The third, because grammar cannot be separated from writing, so the problem that was solved was the students' difficulty in grammar.

The research findings after applying cooperative learning; TPS strategy show that the students' writing skills improved. It could be seen from the results: the students' motivation was improved, they could generate and develop their ideas, their grammar in writing was improved, and at the end they could write the descriptive well.

Based on the problems above, the researcher wants to offer some suggestions. The suggestions are:

1. Understanding in English grammar should be aware to the students in order to apply it in the real spoken correctly. Because people with good grammatical will more understanding in the input meaning.
2. Implementing task-based language teaching should prepare well by the educator or the teacher. Because the step of tasks needs more media or tool used in the learning process to be maximum to achieve the object learning.

3. The researcher hopes the result of this research would help the readers to know how cooperative learning using TPS strategy in teaching writing

C. CLOSING

The researcher realizes this thesis is far of perfection, but the researcher hopes this will be useful for the other researchers and the reader.

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Appendix 1

ABBREVIATION LIST

CL	: Cooperative Learning
TPS	: Think Pair Share
T	: Teacher
S	: Student
R	: Researcher

Appendix 2

OBSERVATION GUIDELINE

No.	Condition in the class	Fact		Note
		Yes	No	
	Learning Process			
1.	Teacher opens a lesson by reciting a pray.	√		
2.	Teacher asks stimulating questions.	√		
3.	Teacher explain the materials by writing the materials on the whiteboard.	√		
4.	Teacher used an appropriate teaching and learning method.	√		
5.	Teacher masters materials.	√		
6.	Teacher organizes appropriate teaching media.	√		
7.	Teacher uses whiteboard.	√		
8.	Teacher uses handbook.	√		
9.	Students pay attention to teacher's explanation.	√		

10.	Students participate in the teaching learning process.	√		
Classroom Management				
11.	Teacher controls students well.	√		
12.	Teacher manage time allotment well.	√		
13.	Teacher builds interaction with the students.	√		
14.	Teacher finds difficulties or obstacles when teaching and learning process are done.		√	
15.	Teacher can solve the problems which are found in the teaching and learning process.		√	
Assessment and Evaluation				
16.	Teacher assesses students' using appropriate assessment.	√		
17.	Teacher corrects students work	√		
18.	Teacher gives feedback to the students' learning result	√		
19.	Teacher gives homework to students.	√		

Appendix 3

INTERVIEW GUIDANCE FOR THE TEACHER

- The subject of interview : The English teacher of 7th grade of MTs Al Ishlah Pageruyung, Kendal
- Source of the data : The English Teacher of Class VII.1.
- Date of interview : Saturday, May 25th, 2019
- Area of speaking English : MTs Al Ishlah Pageruyung, Kendal.
- Variable : The Implementation the model of cooperative learning in teaching writing at the seventh grade of MTs Al-Ishlah Pageruyung, Kendal.

NO.	Questions
1.	How many times the teacher teaches English a week in this school?
2.	According to you, are cooperative learning important to promote students' writing?
3.	Do you know about CL model of teaching?
4.	Cooperative learning method implemented in this school?
5.	How is the implementation of cooperative learning in teaching writing in this school?
6.	How can cooperative learning promote and motivate students in teaching writing?
7.	Is there any special media that teacher use to implement this CL in teaching writing??

8.	Is there any differences of mastery English students' writing before and after the implementation of CL?
9.	Is there any problem when you teach/ apply CL?
10.	How does your way to solve students with less- participant in your class?

Appendix 4

INTERVIEW GUIDANCE FOR STUDENTS

No	Questions
1	Do you like English subject?
2	Do you always pay attention to the teacher in learning activity?
3	Does the teacher always using cooperative learning in teaching writing?
4	What kind strategies of cooperative learning model that teacher use in teaching writing?
5	Does the cooperative learning model influence you in writing skill?
6	Do you enjoyed while teaching learning process? Why?
d	Does your teacher always give you feedback of material in the last session?
8	Do you know TPS strategy?
9	Do you know the descriptive text ?
10	What of the general structure of descriptive text?

Appendix 5

The Result of Teacher's nterview

Teacher's Name : Fredy Setiawan S.Pd

Date of interview : May, 25th 2019

R : How many times does the teacher teaches English in a week?

T : We have 4 lesson hours in a week, so at least we have twice meetings in a week. One meeting consists of 40 minutes time. So it can be 80 minutes each meeting.

R : According to you, are cooperative learning important to promote students' writing??

T : In the learning activities you observe me, I set the teaching model to teach activities to improve students' writing

R : Do you know about CL models of teaching?

T : Ya, I little bit know about it, when I was a university

R : Do you ever apply it in the classroom?

T : Yes,

R : Does CL implemented in this school, actually other teacher?

T : I don't know it is whether all teachers here have training also about particular method teaching in the classroom. I am sure that they have own method that they comfortable to practice for students

R : How can CL promote in the teaching writing, for students mastery?

- T : I think it is quite suitable for teaching writing, we have some activities that guide student more enjoy and motivate while learning activity. .
- R : Is there any differences of mastery English students' writing before and after the implementation of using cooperative model?
- T : Of course, the aim of teaching model is to improve and motivate their learning process.
- R : Is there any problem when you teach/ apply CL model?
- T : Sometimes, in the learning activity there are some students have a different level of knowledge or they have different input. We have to make them same in the classroom that to do group working. It will activate students who have low achiever.
- T : The last question. How does your way to solve students with less- participant in your class?
- R : Ya. What I said before, how to make them in group and try to mix the group. May students have any background in one group has a low student and there are some of them active. So it will complete each other.
- T : Ok, thank you

Appendix 6

Transcript student' interview

Eli Fitriana

R : Assalamualaikum

S : Waalaikumsalam

R : Namanya siapa?

S : Eli Fitriana

R : Eli, apakah kamu suka pelajaran bahasa inggris?

S : Suka

R : Alasannya?

S : Karena ingin menjadi seorang ahli bahasa

R : Bagus, berarti selalu memperhatikan saat guru menerangkanya?

S : Iya

Mengawali dengan pertanyaan

R : Apakah guru selalu menggunakan metode yang menyenangkan saat mengajar?

S : iya, saya merasa bersemangat ketika pak guru mengajar dengan membagi kelompok

R : Apakah menurut Eli tugas itu mempengaruhi pemahaman setelah pembelajaran?

S : Iya, dan saya sangat bersemangat ketika pak guru menyuruh kerja kelompok

R : Sejak kapan kamu mulai belajar bahasa Inggris?

S : SD

R : Apakah kamu enjoy jika guru memberikan tugas dengan cara berkelompok?

S : Saya bawa enjoy aja,kak

R : Apakah guru slalu memberikan penjelasan ulang di akhir pembelajaran di kelas?

S : Iya,untuk menyimpulkan materi yang diajarkan

R : Apa kamu tau metode yang digunakan bapak guru selama mengajar?

S : Tahu tapi sedikit

R : Apa itu ?

S : Membagi kelompok lalu kami berdiskusi.

R : Ok thank you

S : Sama-sama

R : Assalamu alaikum

S : Waalaikum salam

Appendix 7

RENCANA PROSES PEMBELAJARAN (RPP)

SATUAN PENDIDIKAN	: MTs AL ISHLAH PAGERUYUNG
KELAS/SEMESTER	: VII/2
MATA PELAJARAN	: BAHASA INGGRRIS
TEMA/SUB TEMA	: Describing People/Apearance and Personalities
PERTEMUAN KE	: 2
ALOKASI WAKTU	: 1 X 40 Menit

A. KOMPETENSI INTI

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan

membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai

B. KOMPETENSI DASAR :

KD 1: Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional

KD 2:

2.2. Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3. Menghargai perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

KD 3

3.7. Memahami fungsi sosial, struktur teks, dan unsure kebahasaan dari teks lisan dan tulis untuk penyebutan sifat orang, binatang, dan benda

KD 4

4.7. Menyusun teks lisan dan tulis untuk menyebutkan sifat orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PEMBELAJARAN

KD 3:

1. Menunjukkan sifat orang berupa ciri fisik dan kepribadiannya dalam sebuah teks melalui kegiatan mendengarkan dengan teliti.
2. Mempolakan bentuk kalimat nominal dan verbal untuk menanya dan merespon ciri fisik dan sifat orang secara bertanggungjawab.
3. Mengungkapkan dan merespon pertanyaan tentang ciri fisik dan sifat orang dengan santun.

KD 4:

1. Menjelaskan ciri fisik dan sifat orang menggunakan *Simple Present to be (is, am, are)* secara lisan dan tulisan dengan percaya diri.
2. Menyusun teks tertulis untuk menggambarkan sifat salah satu anggota keluarga atau teman dengan jujur dan bertanggung jawab.

D. TUJUAN PEMBELAJARAN :

Setelah melakukan proses kegiatan belajar diharapkan siswa dapat:

1. Menemutunjukkan sifat orang berupa ciri fisik dan kepribadiannya dalam sebuah teks melalui kegiatan mendengarkan dengan teliti.
2. Mempolakan bentuk kalimat nominal dan verbal untuk menanya dan merespon ciri fisik dan sifat orang secara bertanggungjawab.
3. Mengungkapkan dan merespon pertanyaan tentang ciri fisik dan sifat orang dengan santun.

4. Menjelaskan ciri fisik dan sifat orang menggunakan *Simple Present to be (is, am, are)* secara lisan dan tulisan dengan percaya diri.
5. Menyusun teks tertulis untuk menggambarkan ciri fisik dan sifat positif salah satu anggota keluarga atau teman dengan jujur dan bertanggungjawab.

E. MATERI AJAR

1. Tema : *Describing people/ appearances and personalities*
2. Percakapan antara guru dengan siswa, siswa dengan siswa
3. *Focus skill* : *writing*

Tujuan (Fungsi) Komunikasi	Ungkapan (Language Expressions)	Konteks Pemakaian (The Use)
<i>Describing people</i>	<i>What's ... like?</i> <i>He/she is nice.</i> <i>Vocabulary:</i> <i>Adjectives about appearance and personalities, such as: young, old, short, tall, cheerful, naughty, generous, etc.</i>	Percakapan sehari – hari dengan guru dan siswa lain. Penulisan artikel majalah seperti <i>Up Close and Personal</i> .

F. METODE PEMBELAJARAN/TEKNIK

Metode : Cooperative Learning

Teknik : Think-Pair-Share, Tanya Jawab

G. KEGIATAN PEMBELAJARAN

Langkah – langkah kegiatan:

a. Kegiatan pendahuluan (5 menit)

No	Kegiatan		Waktu
	Kegiatan Guru	Kegiatan Siswa	
1	Guru memberi salam kepada siswa dan menanyakan kabar siswa Guru meminta ketua kelas memimpin doa	Siswa membalas salam dan menjawab pertanyaan guru Siswa berdoa bersama dipimpin ketua kelas	1'
2	Guru mengajak siswa mengucapkan yel kelas bahasa Inggris: <i>I love English, yes, yes, yes!</i>	Siswa mengucapkan yel	1'
3	Guru bertanya kepada siswa topik pelajaran yang lalu	Siswa menjawab dengan mengangkat tangan	2'

4	Guru menyampaikan tujuan pembelajaran hari ini	Siswa menyimak apa yang disampaikan oleh guru	1'
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b. Kegiatan inti (20 menit)

No	Kegiatan		No. Tujuan	Waktu
	Kegiatan Guru	Kegiatan Siswa		
1	<p>Explorasi:</p> <p>Guru menunjukkan 4 gambar yang merepresentasikan 4 kata kunci (<i>king, greedy, touch, gold</i>) melalui slide bergambar dan meminta siswa menebak kata tentang gambar.</p>	Siswa menebak kata kunci yang diberikan guru.	4	5'
	<p>Guru memastikan siswa mengerti makna keempat kata tersebut dengan menanyakan: <i>Any words that you don't know the meaning?</i></p>	Siswa menjawab pertanyaan guru.	4	
	<p>Guru menyampaikan bahwa hari ini siswa akan melihat video pendek dan lalu meminta mereka menebak</p>	Siswa menyimak apa yang disampaikan oleh guru.	4	

	video itu tentang apa melalui empat kata kunci tersebut.			
2	<p>Elaborasi:</p> <p>Guru memutar video dan meminta siswa berdiskusi dalam kelompok yang terdiri dari 4 orang untuk menjawab pertanyaan dengan kalimat lengkap.</p> <p><i>Who is the main character?</i></p> <p><i>How does he look like?</i></p> <p>Guru meminta setiap kelompok untuk menunjuk satu juru bicara yang akan melaporkan hasil diskusi kelompoknya.</p> <p>Guru menunjuk wakil setiap kelompok untuk menyampaikan hasil diskusinya.</p> <p>Guru menunjukkan contoh teks artikel “Up Close and</p>	<p>Siswa mengamati video tersebut dan bekerja dalam kelompok, untuk mendiskusikan jawaban pertanyaan tersebut. Mereka menuliskan hasil diskusi di kertas yang disediakan.</p> <p>Siswa menunjuk juru bicara kelompok.</p> <p>Siswa yang menjadi juru bicara melaporkan hasil diskusi kepada</p>	<p>4</p> <p>4</p>	10'

	<p>Personal” yang menggambarkan sifat dan penampilan orang melalui slide dan meminta siswa mengucapkan kalimat demi kalimat bersama – sama (unison)</p> <p>Guru bertanya kepada beberapa siswa secara acak tentang penampilan dan sifat dari ayah atau ibu mereka.</p> <p><i>How about your mom?</i></p> <p><i>What is she like?/How does she look like?</i></p> <p><i>What about her personalities?</i></p>	<p>seluruh siswa lainnya.</p> <p>Siswa mengucapkan kalimat – kalimat tersebut dengan nyaring bersama – sama.</p> <p>Siswa yang ditunjuk menjawab pertanyaan guru. Siswa yang lain menyimak.</p>	<p>4</p> <p>4,5</p>	
3	Konfirmasi			15'

	<p>Guru meminta siswa menggambar sketsa dan menulis sebuah paragraf pendek (8 – 10 kalimat) berbentuk artikel <i>Up Close and Personal</i> yang menggambarkan tentang ayah, ibu, kakak, adik, atau teman. Namun, guru perlu mengarahkan bahwa ketika mendeskripsikan seseorang, siswa perlu bersikap jujur dan bertanggungjawab bukan untuk tujuan merendahkan orang tersebut.</p> <p>Artikel tersebut akan dipajang di mading sekolah.</p> <p>Sebelum mulai mengerjakan, Guru memberi kesempatan siswa bertanya bila mereka masih tidak mengerti tugas yang diberikan.</p> <p>Guru berkeliling untuk memonitor pekerjaan siswa dan membantu bila ada yang kesulitan serta melakukan pengamatan untuk penilaian sikap.</p>	<p>Siswa menyimak penjelasan yang diberikan guru.</p> <p>Siswa yang tidak mengerti bertanya kepada guru.</p>	<p>4,5</p> <p>4,5</p>	
--	--	--	-----------------------	--

		Siswa mengerjakan tugas yang diberikan oleh guru.	5	
--	--	---	---	--

c. Kegiatan penutup (5 menit)

No	Kegiatan		Waktu
	Kegiatan Guru	Kegiatan Siswa	
1	Guru meminta siswa secara acak untuk menyimpulkan pelajaran apa yang mereka dapatkan hari ini.	Siswa menyimpulkan pelajaran yang mereka dapatkan hari ini.	3'
2	Guru memberikan PR berupa LKS	Siswa menerima LKS dan menuliskan PRnya di agenda.	2'

H. ALAT DAN SUMBER BELAJAR

Media : Multi media

Alat/Bahan : LCD, laptop, slides power point, LKS, timer, speaker aktif

Sumber Belajar : Buku Guru Bahasa Inggris

I. PENILAIAN

Jenis: Tulis

Bentuk: Produk karangan

Instrumen: Membuat karangan teks pendek terdiri dari 8 - 10 kalimat berbentuk artikel '*Up Close and Personal*'

Pedoman Penskoran (Rubrics) Untuk Artikel Up-Close-and Personal

Rubrik : terlampir

1. Pedoman Penskoran rubrik: Total poin X 100%

20

Pedoman Penskoran (Rubrics) Untuk Artikel Up-Close-and Personal

Pedoman penskoran rubrik Penilaian Sikap: Total poin X 100%

70

Pageruyung, Mei 2019

Kepala Madrasah

Guru Mata Pelajaran

M. Arif Mahmudi, S.Hi

Fredy Setiawan, S.Pd

Appendix 8

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok	Pembelajaran
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang	Teks lisan dan tulis untuk sapaan, pamitan, ucapan terimakasih, dan permintaan maaf <i>Fungsi sosial</i>	Mengamati <ul style="list-style-type: none">Siswa mendengarkan/ menonton interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maafSiswa mengikuti interaksi sapaan, pamitan, ucapan

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks</p>	<p>Menjaga hubungan interpersonal dengan guru dan teman</p> <p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>Good morning. How are you?, Fine, thank you. And you?</i> dan semacamnya</p> <p>b. <i>Goodbye. Bye. See you later. See you. Take care.,</i> dan semacamnya</p> <p>c. <i>Thank you. You are welcome.,</i> dan</p>	<p>terimakasih, dan permintaan maaf.</p> <ul style="list-style-type: none"> Siswa menirukan model interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyapa, berpamitan, mengucapkan</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>penggunaannya.</p> <p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>semacamnya</p> <p>d. <i>I'm sorry. That's fine, okay. Allright.,</i> dan semacamnya</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>terimakasih, dan meminta maaf dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antar ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam

Kompetensi Dasar	Materi Pokok	Pembelajaran
		<p>menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dalam jurnal belajar (<i>learning journal</i>).</p>
<p>1 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar..</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p>	<p>Teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon pengenalan diri</p> <p><i>Fungsi sosial</i></p> <p>Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman</p> <p><i>Struktur teks</i></p> <p><i>My name is ..., I'm ..., I live in ... dan semacamnya.</i></p> <p><i>Unsur kebahasaan</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/ menonton interaksi pengenalan diri • Siswa mengikuti interaksi pengenalan diri • Siswa menirukan model interaksi pengenalan diri. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi pengenalan diri (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara ungkapan pengenalan diri dalam bahasa Inggris,</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	<ul style="list-style-type: none"> • Kosakata, • Tata bahasa (<i>be, have</i>, kata ganti I, he, she, they; kata ganti kepemilikan, my, your, his, their) • ucapan, • tekanan kata, • dan intonasi. <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi Siswa memperkenalkan diri dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan perkenalan diri yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan perkenalan diri dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa memperkenalkan diri dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam
3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.		
4.2 Menyusun teks lisan dan tulis sederhana untuk		

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>		<p>menggunakan bahasa Inggris untuk memperkenalkan diri dalam jurnal belajar (<i>learning journal</i>)</p>
<p>1. 1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam</p>	<p>Teks lisan dan tulis menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. • Siswa mengikuti interaksi menyebutkan dan menanyakan nama

Kompetensi Dasar	Materi Pokok	Pembelajaran
semangat belajar.	<i>Fungsi sosial</i>	hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun untuk mengelola kehidupan manusia	<ul style="list-style-type: none"> Siswa menirukan contoh-contoh kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	<i>Struktur teks</i> a. <i>What day is it today?</i> <i>It's Monday today.</i> <i>It is Tuesday tomorrow.</i> <i>When do we have English?</i> , dan semacamnya	<ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun (fungsi sosial, struktur teks, dan unsur kebahasaan).
3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan	a.	Mempertanyakan
	b. <i>What month is it?</i>	Dengan bimbingan dan arahan guru, siswa mempertanyakan kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa Inggris, dan

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>What month is before July?</i> <i>After March is April.</i> <i>I was born in January,</i> dan semacamnya</p> <p>a</p> <p>c. <i>in the morning, at noon, in the afternoon, in the evening, at night, at midnight</i></p> <p>d. <i>What time is it?</i> <i>What time do we have English on Tuesday?</i> <i>one, two thirty, half past eight, a quarter to five,</i> dan seterusnya</p> <p>e. <i>What date is it?</i></p>	<p>perbedaan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>a. Siswa menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam konteks <i>simulasi, role-play</i>, dan kegiatanlain yang terstruktur.</p> <p>b. Siswa berusaha menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa Inggris dalam proses pembelajaran.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan antara menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam

Kompetensi Dasar	Materi Pokok	Pembelajaran
	<p><i>What date is the Kartini Day?</i></p> <p><i>When were you born?</i></p> <p><i>the first, the second, the third, the fourth, the fifth, the twenty first</i></p> <p>dan seterusnya</p> <p>f. <i>What year is it?</i></p> <p><i>When were you born?</i></p> <p><i>Nineteen ninety eight. Two thousand and three.</i></p> <p>dan semacamnya</p> <p>a.</p> <p><i>Unsur kebahasaan:</i></p> <p>(1) Kata terkait hari, bulan, waktu</p>	<p>bentuk angka, tanggal, dan tahun dalam bahasa ibu atau bahasa Indonesia.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam jurnal belajarnya.

Kompetensi Dasar	Materi Pokok	Pembelajaran
	<p>dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <p>(2) Kata kerja dalam simple present tense: <i>be</i>, <i>have</i>.</p> <p>(3) Kata tanya <i>What</i>, <i>When</i></p> <p>(4) Kata ganti <i>it</i> dan artikel <i>the</i>.</p> <p>(5) <i>Cardinal number</i> dan <i>ordinal number</i></p> <p>(6) Ucapan, tekanan kata, intonasi, ejaan, tulisan</p>	

Kompetensi Dasar	Materi Pokok	Pembelajaran
	<p>tangan yang rapi</p> <p><i>Topik</i></p> <p>Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.</p>	
<p>1 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang</p>	<p>Teks lisan dan tulis untuk memaparkan jati diri</p> <p><i>Fungsi sosial</i></p> <p>Mengenalkan, menyebutkan identitas, untuk menjalin hubungan</p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> • Siswa mendengarkan/ menonton interaksi memaparkan jati diri dan • Siswa mengikuti interaksi memaparkan jati diri.

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>antar pribadi dengan guru dan teman</p> <p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>My name is Arif, a-r-i-f. My father is Mr. Zainal. How do you spell your name? Who is she? I have two brothers, Siska and Muti., Is she your friend?</i> dan seterusnya</p> <p>b. <i>My dad is a nurse? He helps the doctors. His father is a gardener. She is the janitor, and she cleans the classrooms.,</i></p>	<ul style="list-style-type: none"> Siswa menirukan model interaksi memaparkan jati diri. Siswa membaca beberapa kartu identitas Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memaparkan jati diri (fungsi sosial, struktur teks, dan unsur kebahasaan) <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara memaparkan jati diri dalam bahasa Inggris, dengan perbedaan ungkapan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa memaparkan jati diri dengan bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur.</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.4 Menangkap makna pemaparan jati diri lisan dan tulis sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar</p>	<p>dan semacamnya.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Nama status hubungan keluarga dan kekerabatan</p> <p>(2) Nama profesi pekerjaan.</p> <p>(3) Kata tanya <i>Who? Which? How?</i></p> <p>(4) Kata ganti <i>I, you, we, she, it, they, we.</i> dan seterusnya.</p> <p>(5) Kata ganti <i>my, your, our, her, their, his,</i> dan seterusnya.</p> <p>(6) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait</p>	<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memaparkan jati diri yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan memaparkan jati diri dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa memaparkan jati diri dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>).

Kompetensi Dasar	Materi Pokok	Pembelajaran
dan sesuai konteks.	<p>dalam simple present tense: <i>be</i>, <i>have</i>, <i>work</i>, <i>live</i>, dan sebagainya.</p> <p>(7) Penyebutan kata benda singular dan plural (-s), dan <i>children</i></p> <p>(8) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik kalimat</i></p> <p>Diri sendiri, orang tua, kaka, adik, famili, tetangga, dan orang terdekat lainnya, dengan memberikan keteladanan tentang perilaku disiplin,</p>	

Kompetensi Dasar	Materi Pokok	Pembelajaran
	percaya diri, tanggung jawab, dan jujur.	
<p>1 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p>	<p>Teks lisan dan tulis untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari</p> <p><i>Fungsi sosial</i> Mengenalkan, mengidentifikasi.</p> <p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam berbagai konteks. Siswa mengikuti interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat yang menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang

Kompetensi Dasar	Materi Pokok	Pembelajaran
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	<i>It's my cricket. They are my cats. There are many fireflies in the farm., What is it? Are they your toys? Which one is your book? How many cows do you have?</i>	menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik (fungsi sosial, struktur teks, dan unsur kebahasaan).
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional..	<i>The hospital is near the post office. The police station is in the corner.</i> dan semacamnya.	Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar penyebutan dan pertanyaan nama dan jumlah binatang, benda, dan bangunan publik yang ada dalam bahasa Inggris, dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.
3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan	<i>Unsur kebahasaan</i> (1) Nama benda dan binatang di sekitar rumah dan sekolah siswa: <i>hen, chicks, house</i>	Mengeksplorasi a. Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i> , dan kegiatanlain yang terstruktur.

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.</p> <p>4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar</p>	<p><i>lizard, dragon fly, cockroaches, mosquitoes.</i></p> <p>(2) Nama bangunan umum: the post office, the bank, the hospital.</p> <p>(3) Kata tanya <i>What? Which one? How many?</i></p> <p>(4) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(5) Kata ganti <i>it, they, this, that, those, these.</i></p> <p>(6) Ungkapan <i>There is/are..., Are there ...?</i></p> <p>(7) Kata kerja yang menunjuk tindakan yang sangat lazim dan</p>	<p>b. Siswa berusaha menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dalam proses pembelajaran</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyebutkan dan menanyakan nama dan

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>dan sesuai konteks.</p>	<p>terkait dalam simple present tense: <i>be, have, go, play, get, take</i>, dan sebagainya.</p> <p>(8) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik</i></p> <p>Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku ramah lingkungan, percaya diri, dan tanggung jawab.</p>	<p>jumlah binatang, benda, dan bangunan publik dengan bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam jurnal belajarnya.

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p>	<p>Lagu</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, menghayati pesan moral</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan berbagai lagu berbahasa Inggris dan menyalinnya • Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pada lagu yang didengar atau dibaca. • Siswa mempertanyakan cara menemukan informasi rinci dalam lirik. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membacakan lirik lagu yang disalin kepada teman sebangku • Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang dibaca

Kompetensi Dasar	Materi Pokok	Pembelajaran
4.14 Menangkap makna lagu.	<p><i>Topik</i></p> <p>Hal-hal yang memberikan keteladanan tentang perilaku yang menginspirasi.</p>	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berkelompok siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu tersebut • Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat.
1 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar	<p>Teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>)</p> <p><i>Fungsi sosial</i></p> <p>Mengenalkan, mengidentifikasi,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa membaca /mendengar contoh nama-nama benda / daftar barang sesuai dengan pengelompokannya dengan memperhatikan fungsi sosial, struktural

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks</p>	<p>menginventarisasi.</p> <p><i>Struktur text</i></p> <p>Nama benda, dengan atau tanpa jumlah.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Artikel <i>a</i>, kata benda plural</p> <p>(2) angka kardinal, 1 s.d. 100, <i>one, two, three, ... one hundred</i></p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan</p>	<p>teks dan unsur kebahasaan</p> <ul style="list-style-type: none"> Siswa meniru/menyalin contoh-contoh secara terbimbing. <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan Siswa memperoleh pengetahuan tambahan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan/penyampaian dari berbagai sumber. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa Membaca/ mendengar/ menulis contoh-contoh teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan memperhatikan fungsi sosial, struktur

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>penggunaan nya.</p> <p>4.7 Menyusun teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>secara lisan</p> <p><i>Topik</i></p> <p>Benda-benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, peduli, pola hidup sehat, dan ramah lingkungan.</p> <p><i>Multimedia:</i></p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>teks dan unsur kebahasaan</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis teks dengan memperhatikan fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan dari jenis teks yang sedang dipelajari. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan dari guru dan teman tentang karya yang dihasilkan/ pesan yang ditangkap dan disampaikan, dll. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyapa, berpamitan,

Kompetensi Dasar	Materi Pokok	Pembelajaran
		mengucapkan terimakasih, dan merminta maaf dalam jurnal belajar (<i>learning journal</i>).
<p>1 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</p> <p><i>Fungsi sosial</i></p> <p>Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p><i>young, old, clever, big, small, easy, difficult, dilligent, tired, tall,</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/ membaca berbagai teks untuk menyatakan dan menanyakan sifat orang, binatang, benda Siswa mengikuti interaksi teks untuk menyatakan dan menanyakan sifat orang, binatang, benda Siswa menirukan model teks untuk menyatakan dan menanyakan sifat orang, binatang, benda Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri teks untuk menyatakan dan menanyakan sifat orang, binatang, benda (fungsi sosial, struktur teks, dan unsur kebahasaan).

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>dengan guru dan teman.</p> <p>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur</p>	<p><i>short, beautiful, dan sebagainya.</i></p> <p><i>It's..., They're..., I'm..., dan sebagainya.</i></p> <p><i>Is it small? What is he like? What are they like? Are you tired? What do you think? dan sebagainya.</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata tanya <i>What? Which? How?</i></p> <p>(2) Nama benda-benda yang sangat lazim di sekitar rumah dan sekolah</p>	<p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyusun teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan untuk

Kompetensi Dasar	Materi Pokok	Pembelajaran
kebahasaan yang benar dan sesuai konteks.	<p>dan terkait.</p> <p>(3) Kata ganti <i>it, they, this, that, those, these</i>.</p> <p>(4) Kata kerja dalam simple present tense: <i>be, have</i>.</p> <p>(5) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik</i></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku</p>	<p>menyatakan dan menanyakan sifat orang, binatang, benda yang telah dipelajari dengan yang ada di berbagai sumber lain.</p> <ul style="list-style-type: none"> Siswa membandingkan antar ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan sifat orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dalam

Kompetensi Dasar	Materi Pokok	Pembelajaran
	disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.	jurnal belajar (<i>learning journal</i>).
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda</p> <p><i>Fungsi sosial</i> Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p><i>We exercise in the</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/ membaca ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda. Siswa mengikuti interaksi ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda. Siswa menirukan model ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri ungkapan untuk menyatakan dan

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>dengan guru dan teman.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.</p>	<p><i>morning. The cat jumps to the tree., We don't say bad words. He doesn't like noodles., dan sebagainya.</i></p> <p><i>What do you do every morning? Do you help your dad? Where do you put your shoes? When does she clean up her house? Where does the dog poo? dan sebagainya.</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata tanya dan pernyataan negatif <i>What? Do you ...? Does he ...? He doesn't ...</i></p>	<p>menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan /fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>They don't ...</i></p> <p>(2) Penyebutan kata kerja yang sangat lazim dan terkait dalam simple present tense untuk menyatakan kebiasaan, tanpa dan dengan – s.</p> <p>(3) Preposisi: <i>in, at, on</i> untuk menunjukkan tempat</p> <p>(4) Preposisi <i>in, at, on</i> untuk menunjukkan waktu</p> <p>(5) Ucapan, tekanan kata,</p>	<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antar ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa

Kompetensi Dasar	Materi Pokok	Pembelajaran
	<p>intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik</i></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p>	<p>Inggris untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam jurnal belajar (<i>learning journal</i>).</p>
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi</p>	<p>Teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa membaca beberapa teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dari berbagai sumber Siswa mengamati fungsi sosial, struktur, dan

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), sesuai dengan konteks</p>	<p><i>Fungsi sosial</i></p> <p>Mencapai tujuan, menjaga ketertiban dan keselamatan pribadi dan publik.</p> <p><i>Struktur teks</i></p> <p>Ungkapan baku dari sumber-sumber otentik:</p> <p>a. Instruksi: <i>Read the report carefully. No students should be late. Always come on time. Shake well before use.</i></p> <p>b. Rambu (<i>short notice</i>): <i>Keep the room clean and tidy. Keep door closed at all times. Do</i></p>	<p>unsur kebahasaan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dari berbagai sumber.</p> <ul style="list-style-type: none"> Siswa belajar membaca memindai untuk mendapatkan informasi tertentu dari teks (<i>scanning</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>penggunaannya.</p> <p>4.10 Menangkap makna teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis sangat pendek dan sederhana</p> <p>4.11 Menyusun teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan</p>	<p><i>not enter.</i> <i>An email has been received. No mobile phones in the library.</i></p> <p>c. Peringatan (<i>warning/caution</i>): <i>Caution - Very hot water.</i> <i>Danger, 240 volts.</i> <i>Slippery when wet.</i> <i>Warning – Dangerous chemicals.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kata dan tata bahasa yang lazim digunakan</p> <p>(2) Ejaan dan tulisan tangan dan cetak</p>	<ul style="list-style-type: none"> Siswa mempertanyakan cara menemukan informasi tertentu dalam teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membacakan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) kepada teman dan guru dengan tekanan, intonasi, dan pengucapan yang tepat. Siswa berlatih menemukan informasi tertentu dan rinci dalam teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) Siswa menulis/menyalin teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dengan

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>kan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika memprese ntasikan secara lisan</p> <p><i>Topik</i></p> <p>Tindakan di sekolah dan di rumah dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p> <p><i>Multimedia:</i></p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik</p>	<p>n memperhatikan fungsi sosial, struktur, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) yang ditulis. Siswa melakukan perbaikan terhadap teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) yang ditulis berdasarkan masukan dari teman dan guru <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis berbagai teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dan membandingkannya

Kompetensi Dasar	Materi Pokok	Pembelajaran
		<p>dengan contoh yang diberikan.</p> <ul style="list-style-type: none"> • Siswa menganalisis bentuk kalimat yang digunakan dalam teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) • Dalam kerja kelompok terbimbing siswa membahas kesulitan yang dihadapi pada saat membaca dan menulis teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dalam bahasa Inggris dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.

Kompetensi Dasar	Materi Pokok	Pembelajaran
		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan kalimat perintah dalam menulis teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) Siswa mempresentasikan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) yang sudah diperbaiki berdasarkan masukan dari guru dan teman Siswa menyampaikan kesimpulan hasil belajar secara lisan
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan</p>	<p>Teks deskriptif lisan dan tulis, tentang orang, binatang, dan benda,</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa membaca /mendengarkan/ menonton berbagai macam teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana.

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>dalam semangat belajar.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana,</p>	<p>mengkritik, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, binatang, benda dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, binatang, bendayang semuanya sesuai dengan</p>	<ul style="list-style-type: none"> Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks deskriptif Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (<i>skimming</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskriptif, dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>sesuai dengan konteks penggunaannya.</p> <p>4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</p> <p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 3 (tiga) kalimat.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(2) Kata ganti <i>it</i>, <i>they</i>, <i>she</i>, <i>we</i>, <i>dst</i>; <i>our</i>, <i>my</i>, <i>your</i>, <i>their</i>, <i>dst</i>.</p> <p>(3) Kata sifat yang sangat lazim, <i>young</i>, <i>old</i>, <i>clever</i>, <i>big</i>,</p>	<p>kesimpulan dalam teks deskriptif.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber. Siswa membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat Siswa berlatih menemukan gagasan utama, informasi tertentu dan makna kata dalam teks deskriptif. Siswa secara berkelompok menuliskan teks deskriptif tentang orang, binatang, dan benda, terkait dengan mata pelajaran lain di Kelas VII dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan <p>Mengasosiasi</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran
	<p><i>small, easy, difficult, dilligent, tired, tall, short, beautiful, dan semacam nya</i></p> <p>(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dan sebagainya.</p> <p>(5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(6) Ucapan, tekanan</p>	<ul style="list-style-type: none"> • Secara berpasangan siswa saling menganalisis teks deskriptif yang tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menuliskan deskripsi teman teman sebangkunya dan mempresentasikan di depan kelas. • Siswa membuat jurnal belajar (<i>learning journal</i>)

Kompetensi Dasar	Materi Pokok	Pembelajaran
	<p>kata, intonasi, ketika memprese ntasikan secara lisan.</p> <p><i>Topik</i></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p>	

Pageruyung 16 Juli 2019
Mengetahui
Kepala Mts Al Ishlah

Guru Mata Pelajaran

M. Arif Mahmudi, S,Hi

Fredy Setiawan, S.Pd

Appendix 9

DOCUMENTATION





STUDENTS WORK IN GROUP CONSIST OF FOUR TO
DISCUSS THE LESSON



STUDENTS WORK IN PAIRS



STUDENTS WORK IN PAIRS



STUDENT SHARE THEIR WORK BY READ THE
TEXT IN FRONT OF THE CLASS

No. Nama : Irfi mawodah

Date _____

☐ Siska is my friend. She is fourteen years
☐ old. She has round and black eyes. Her
☐ hobby is drawing. Her favourite drink is milk
☐ and her favourite colour is blue. She is kind
☐ and beautiful.

No. ELI FIKR/AMA

Date _____

- 1- What is your name?
2. How old are you?
3. How is your age?
4. What is your Hobby?
5. What is your favorite food?
6. What is your favorite color?
7. How is your friend?

NAME : Eli Perry-Jones
 NO :
 CLASS : VIII
 TEACHER : Fredy Seliwan, S.Pd.

STUDENT'S WORK SHEET

Choose the correct answer by crossing a, b, c or d!

Diky is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and friendly smile. Sometimes he is rather naughty at home, but he usually does what she is asked to do. Diky is interested sports very much, and at school he plays football and tennis. He is the best basketball player in our family.

Questions:

- "Diky is interested sports very much, and at school he plays football and tennis."
 The underlined phrase can be replaced by ...
 a. Dislike sport
☒ b. Really likes sport
 c. Hates sport very much
 d. Sport not really interesting
- "He is fourteen years old than I."
- The underlined word refers to ...
 a. Diky
☒ b. The writer
 c. The writer's brother
 d. The writer's family
- "But he usually does what he asked to do."
 The underlined phrase means ...
 a. He does anything he wants
☒ b. He always obeys
 c. He is busy
 d. He is diligent
- What is the text mostly about?
☒ a. Diky
 b. Diky's hobby
 c. Diky's family
 d. Diky's elder brother
- From the text, we may conclude that ...
☒ a. Many people do not like Diky
 b. People is older than the writer
 c. Diky is welcoming guests
 d. Diky is not diligent at all
- It is implied in the passage that ...
 a. Diky is naughty
 b. Diky is busy
 c. Diky is unfriendly
☒ d. Diky is diligent
- According to the passage, we know that Diky is ...
☒ a. The writer's youngest brother
 b. The writer's elder brother
 c. A naughty boy
 d. A friendly boy
- Which of the following statement is not true about Diky?
 a. He has long and straight hair
 b. He has bright eyes
☒ c. He is interested in sports
 d. He plays football and tennis
- The writer is ... years old
 a. Fourteen
 b. Sixteen
☒ c. Eighteen
 d. Nineteen
- How old is diky? He is ... years old.
 a. Four
☒ b. Fourteen
 c. Forty
 d. ten



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA

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Nomor : Un.10.0/PP.00.9/0910/2016

Certificate Number : 12016453

This is to certify that

LILIK YUSA NURSANTI

Student Register Number: 20160142453

the TOEFL Preparation Test

conducted by

*the Language Development Center of State Islamic University (UIN) "Walisongo"
Semarang*

On February 17th, 2016

and achieved the following result:

<i>Listening Comprehension</i>	<i>Structure and Written Expression</i>	<i>Vocabulary and Reading</i>	<i>Score</i>
47	47	46	467

*Give in Semarang,
April 04th, 2016*

Director,



Dr. H. Muhammad Saifullah, M.Ag.
NIP. 19700321 199603 1 003

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KEMENTERIAN AGAMA
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Jl. Prof. Dr. Hamka KM 02 Kampus II Ngaliyah Telp. (024) 7614453 Semarang 50185
email : ppb@walisongo.ac.id

شهادة

Un.10.0/P3/PP.00.9/1567/2016

يشهد مركز تنمية اللغة جامعة والي سونجو الإسلامية الحكومية بأن

LILIK YUSA NURSANTI : الطالبة/الطالب

Kendal, 22 Juni 1994 : تاريخ و محل الميلاد

20160143593 : رقم القيد

قد لمحت في اختبار معيار الكفاءة في اللغة العربية (IMKA) بتاريخ ١٢ أبريل ٢٠١٦

بتقدير: مقبول (٣٢٦)

وحررت له الشهادة بناء على طلبه.

سمارانج، ١١ مايو ٢٠١٦

مدير

عبد الله الحجاج



١٨٧٠٠٣٢١١٩٩٦٠٣١٠٣

٥٠٠ - ٣٥٠ : جيد

٤٤٩ - ٤٠٠ : جيد جداً

٣٩٩ - ٣٥٠ : جيد

٣٤٩ - ٣٠٠ : مقبول

٢٩٩ : راسب ولائها

رقم الشهادة : 22016593



KEMENTERIAN AGAMA
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PIAGAM

Nomor : Un.06.0/L.1-PP.03.06/373/2016

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa :

Nama : **LILIK YUSA NURSANTI**
NIM : **123411061**
Fakultas : **ILMU TARBIYAH DAN KEGURUAN**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Reguler Angkatan ke-66 Semester Genap Tahun Akademik 2015/2016 di Kabupaten Pati, dengan nilai :

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Semarang, 21 Juni 2016



Dr. H. Sholihun, M.Ag.
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YAYASAN PENDIDIKAN AGAMA ISLAM AL ISHLAH KEC. PAGERUYUNG

Akte Notaris : Ahmad Nasir SH No : C - 624, HT.03.01 - TH 1999

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No. : 009 / MTs / V / 2019

Yang bertanda tangan di bawah ini

Nama	Moh. Arif Mahmudi, S.H.I
Jabatan	Kepala Madrasah MTs Al Ishlah Pageruyung
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Menerangkan bahwa

Nama	Lilik Yusa Nursanti
NIM	123411061
Prodi	Pendidikan Bahasa Inggris

Benar-benar telah melakukan penelitian guna penyusunan skripsi mulai tanggal 19 Mei 2019 sampai dengan 25 Mei 2019 dengan judul **"COOPERATIVE LEARNING IN TEACHING WRITING"** (A Descriptive Study at the Seventh Grade of MTs Al Ishlah Pageruyung, Kendal in Academic Year of 2018/2019). Demikian surat keterangan ini kami buat dengan sebenar-benarnya, untuk dapat digunakan sepenuhnya.

Pageruyung, 25 Mei 2019



Moh. Arif Mahmudi, S.H.I

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The Researcher,

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